

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

Revised for School Year 2008-09

Revisions Included

School: Ridgeland Elementary

District: Jasper

Principal: Sharyn T. Cox

Superintendent: Delacy Sanford

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Ridgeland is in the heart of Jasper County, a rural county of approximately 650 square miles. There are two Pre-K through 12 campuses in the county, one on the north end and one on the south end. Ridgeland Elementary is part of the North Campus. The county's population is estimated to be about 22,000. According to the U.S. Census Bureau in 2006, approximately 49% of the population was African American, 47% Caucasian, and about 11% Hispanic.

According to the 2000 Census, 65.2% of the population completed high school. Only 8.7% of the residents have a Bachelor's Degree or higher. The median household income in 2004 was \$29,717, and 21.6% of the population was below the poverty level.

Prior to the 2007-2008 school years, Ridgeland Elementary served students in Pre-K through 4th grade. In August of 2007, we moved into a new facility which resulted in the reconfiguration of grades to include 5th and 6th grade. Currently, Ridgeland Elementary School serves 1198 students from Pre-K to 5th grade. Sixty-eight percent of our students are African American, 17% are Hispanic, 14% are White and 18 % of our students are Limited English Speaking. We have a 97% poverty rate. Currently, 87% of our students receive free or reduced lunch. Our student attendance for last school term was 93.9%.

Ridgeland Elementary School has been newly identified as an Unsatisfactory school. In 2007 the school met 8 of its 15 goals for Adequate Yearly Progress.

The school currently has 57 grade level classrooms and 11 special area teachers. These numbers include 10 first year teachers and 6 permanent substitutes who provide instruction when certified teachers are not available. Based on the 2007 report card, 56.9 % of our teachers have advanced degrees. 11.4 % of teachers with emergency or provisional certificates. Eighty-one percent of the staff returned from last year.

2007 PACT results show students at less than 35 % proficiency in ELA and less than 25% proficiency in Mathematics in grades 3rd through 6th. The scores for the last three years are listed below for Reading and Math.

ELA and Mathematics Proficient and Advanced

GRADE LEVEL	2005	2006	2007		2005	2006	2007
	ELA Proficient And Advanced	ELA Proficient And Advanced	ELA Proficient And Advanced		MATH Proficient And Advanced	MATH Proficient And Advanced	MATH Proficient And Advanced
3	34.9	34.0	33.3		25.6	19.5	26.8
4	19.8	17.8	14.8		17.4	10.3	10.7
5	8.9	10.2	6.7		7.1	9.4	11.3
6	6.0	14.4	16.0		10.1	12.6	9.6

ELA and Mathematics Below Basic and Basic

Grade Level	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
	ELA Below Basic	ELA Below Basic	ELA Below Basic		ELA Basic	ELA Basic	ELA Basic		MATH Below Basic	MATH Below Basic	MATH Below Basic		MATH Basic	MATH Basic	MATH Basic
3	25.6	27.5	36.5		39.2	38.6	30.2		29.5	53.9	40.2		45.0	26.6	33.1
4	35.5	46.6	47.0		44.6	35.6	38.3		43.0	51.4	65.8		39.7	38.4	23.5
5	50.0	55.1	63.3		41.1	34.6	30.0		53.0	59.8	58.0		39.1	30.7	30.7
6	70.5	51.5	57.6		23.5	34.1	26.4		54.4	49.7	48.8		25.6	37.7	41.6

An analysis of PACT data indicates that Ridgeland Elementary School students' performance is steadily decreasing in all areas. From 2005 to 2007, the percentage of 3rd grade students scoring Below Basic in ELA and Math increased by approximately 10%.

Science and Social Studies Proficient and Advanced

GRADE LEVEL	2005	2006	2007		2005	2006	2007
	Science Proficient And Advanced	Science Proficient And Advanced	Science Proficient And Advanced		Soc. Studies Proficient And Advanced	Soc. Studies Proficient And Advanced	Soc. Studies Proficient And Advanced
3	19.4	17.0	36.0		31.8	28.0	28.0
4	9.9	3.0	6.0		7.4	6.8	13.0
5	7.1	5.0	5.0		9.5	2.4	2.3
6	4.0	2.0	10.0		6.7	3.8	12.7

Science and Social Studies Below Basic and Basic

Grade Level	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
	Science Below Basic	Science Below Basic	Science Below Basic		Science Basic	Science Basic	Science Basic		Social Studies Below Basic	Social Studies Below Basic	Social Studies Below Basic		Social Studies Basic	Social Studies Basic	Social Studies Basic
3	50.4	63.0	45.2		30.2	20.0	19.0		37.2	37.0	33.0		31.0	36.0	38.0
4	61.2	75.0	75.8		28.9	23.0	19.0		43.8	58.0	46.0		48.8	36.0	41.0
5	72.6	76.0	82.0		20.2	19.0	13.0		58.3	75.0	78.0		32.1	23.0	20.0
6	77.2	81.0	79.0		18.8	17.0	11.0		65.8	62.0	45.0		27.5	34.0	42.0

We have used various assessments to guide instruction for the 2007-2008 school year. In grades 1 and 2, we will continue to use the Developmental Reading Assessment (DRA). At the end of the first quarter this year, 55% percent of first graders and 60% of our second graders were performing below grade level. The expected reading level for first graders by the end of the first quarter is a level 4, and for second grade a level 18. To assist with increasing reading levels, all teachers complete monthly running records to determine reading levels. They have also been trained in the use of Accelerated Reader (AR). All teachers have 4 classroom computers that are used by students to take AR tests. This program is web based which allows students to take tests on books they have read in the classroom and at home as well.

Students in grades 3-6 took MAP in Reading and Mathematics in October 2007. MAP scores reflect a similar picture. In the Fall of 2007, projected proficiency was:

Grade Level	Reading	Math
3 rd	26%	11.0%
4 th	33.0%	17.0 %
5 th	14.0%	8.0%
6 th	4.0%	9.0%

MAP projections determine that if students took the PACT, their ELA and Math performance would decline in the majority of the grades. There is a slight decrease when we compare these scores to the PACT ELA and MATH percentages in the Proficient or Advanced categories. For 3rd grade Reading, the Proficient level decreased from 33% to 26% and from 26.8% to 11% in Math. Proficiency levels in grade 4 increased from 14.8 % in Reading to 33% and from 10.7% to 17% in Math. Students' performance in 4th grade has increased in both areas. This can be attributed to 4th grade having all certified teachers (5) this year versus 3 certified out of 6 teachers last year. In grade 5, Reading increased 6.3% to 14% and Math declined 8.3% to 8%. Scores in grade 6 declined 14.4% to 4% in Reading and increased 8.6% to 9% in Math.

The MAP scores indicated the following weaknesses:

- Number Sense and Numeration
- Geometry
- Measurement
- Vocabulary Development
- Interpretative Comprehension

As the Leadership Team contemplated on our focused goals, we reviewed Anderson Five Benchmarks, PACT, MAP, and DRA data. After sorting through all of the data, we decided on the three goals that we feel will help our students perform at the desired levels. We decided to choose goals that will incorporate all grade levels. First and second grader reading levels are assessed using the DRA instrument. At this time they are not performing at expected levels. Therefore, we set a goal designed to help them attain the desired level of achievement. Teachers will assign reading every night, complete running records, use guided reading, and monitor AR points and levels. Best Practices Training will be provided to teachers. In addition, students will work on Open Book and My Reading Coach when they attend the computer lab classes.

Students in grades 3 through 5 will take MAP three times during the 2008-2009 school year. Teachers will use strategies outlined in the Stepping Stones to Using Data Materials Packet. Each teacher will conduct goal conferences with their students to explain where they are. They will then set goals for the next MAP assessment. In addition, students will be given their RIT scores and RIT Range. They will be encouraged to read books on their reading level to help develop fluency skills and increase their reading levels. These students will also receive additional instruction in Reading and Math in the computer labs using Larson's Math and My Reading Coach.

Students in grades 3 through 5 will be assigned to the After School Program. Participation in the After School Program will be limited to those students having academic plans and or comprehensive remediation plans. These are students that scored Below

Basic in any PACT area. The After School program will be in session Monday through Thursday and will be taught by certified teachers. Students will receive intense instruction in core subject areas. Supplemental Education Services (SES) will also be offered.

Grade levels will meet twice a week for collaborative planning. The Instructional Coach and school administrators will review lesson plans to ensure implementation of the Anderson 5 (A5) curriculum. They will perform classroom observations on a regular basis. The Instructional Coach will model lessons and perform individual conferences when necessary. Representatives from the State Department of Education along with Anderson 5 representatives will offer staff development on the effective use of the curriculum.

Teacher and student attendance will be a major focus for the 2008-2009 school year. All staff members and students will be encouraged to attend school daily. The Leadership Team will implement a student and staff attendance incentive program.

In formulating the Focused School Renewal Plan, the Leadership Team convened to analyze assessment data to determine the academic deficiencies at Ridgeland Elementary. The school was assigned an External Review Team (ERT) that assisted with the process. The School Leadership Team (SLT) presented the data and proposed goals to the ERT. Over a period of 4 days the SLT along with the External Review Team worked to develop the Focused School Renewal Plan.

The data indicated that a large percentage of students at Ridgeland Elementary have consistently scored Below Basic in the areas of Reading and Math. Therefore, a decision was made to compose goals that would address these areas. The intention is to increase PACT performance levels where a higher percentage of our students will perform at Basic or above. Based on our calculations of MAP DATA as correlated with PACT, if 50% of our students in grades 3 -5 increase one performance level (one performance is equivalent to a ten point gain) in Math and Reading, we will meet and/or exceed expected progress for the year 2009. If more of our students perform at Basic or above our Absolute Rating will improve which will aid in meeting expected progress as well as Adequate Yearly Progress (AYP).

Addendum: Ridgeland Elementary School was reconfigured for the 2008-2009 school year to include Pre-Kindergarten through fifth grade classes only; thus, eliminating the sixth grade which is now a part of Ridgeland Middle School. For the 2008-2009 school year Ridgeland Elementary has two positions that are filled by long term substitutes.

Timeline

<u>July</u> <ul style="list-style-type: none"> Order instructional supplies 	<u>August</u> <ul style="list-style-type: none"> New Teacher A5 Curric./Tech. Training Open House New Teacher Understanding Poverty Training Guided Reading Training DRA Training 	<u>September</u> <ul style="list-style-type: none"> MAP Testing Analyze MAP Data Open Parent Resource Room Goodies for Grandparents Instructional Technology Training Writing Training Academic Assistance Plans Composed DRA running records AR Student Incentives Students/staff attendance incentive PTA meeting SIC Meeting 	<u>October</u> <ul style="list-style-type: none"> Academic Assistance After School Program begins A5 Benchmark Testing Analyze A5 Benchmark results Family Literacy Night DRA running records AR Student Incentives Students/staff attendance incentive PTA meeting SIC Meeting Family Literacy Night 	<u>November</u> <ul style="list-style-type: none"> MAP Testing Analyze MAP Data Family Math Night Thanksgiving Dinner for Parents Awards Day AR Student Incentives PTA meeting SIC Meeting 	<u>December</u> <ul style="list-style-type: none"> Family Science Night DRA running records AR Student Incentives Students/staff attendance incentive
<u>January</u> <ul style="list-style-type: none"> Review Academic Assistance Plans A5 Benchmark Testing DRA running Records Parent Conferences Pancakes for Parents DRA running records AR Student Incentives PTA meeting SIC Meeting Family Math Night 	<u>February</u> <ul style="list-style-type: none"> MAP Testing Select Teachers from each grade level will the SCIRA Reading Conference Analyze MAP Data Awards Day Parents as Partners DRA running records AR Student Incentives Students/staff attendance incentive PTA meeting SIC Meeting Science Fair 	<u>March</u> <ul style="list-style-type: none"> A5 Benchmark Testing Analyze A5 Benchmark results DRA Running Records Family Science Night DRA running records AR Student Incentives Doughnuts for Dads PTA meeting SIC Meeting Family Literacy Nights Book Fair 	<u>April</u> <ul style="list-style-type: none"> PASS Night Awards Day AR Student Incentives Students/staff attendance incentive PTA meeting SIC Meeting 	<u>May</u> <ul style="list-style-type: none"> PASS Testing A5 Benchmark Testing Muffins for Moms DRA running records AR Student Incentives PTA meeting SIC Meeting 	<u>June</u> <ul style="list-style-type: none"> Final Academic Assistance Plan Review Awards Day AR Student Incentives Students/staff attendance incentive PTA meeting SIC Meeting

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

Goal: By April 1, 2009, 60% of students in grades 1- 2 will perform on grade level in Reading as measured by the spring 2008 to the spring 2009 Developmental Reading Assessment (DRA) .

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Implement Balanced Literacy model to include the completion of bi-quarterly running records.	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W. Mouzon Early Childhood Coordinator/J. Woods	September 2008	<ul style="list-style-type: none"> Weekly review of lesson plans and bi-quarterly reviews of running records will be conducted to determine the number of students on grade level to ensure that the Balanced Literacy Model is being implemented in the classroom./ W. Mouzon, Instructional Coach.
2. Monitor the implementation of the Anderson 5 Standards Based Reading Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W. Mouzon Early Childhood Coordinator/J. Woods	September 2008	<ul style="list-style-type: none"> Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are including the components of the A5 curriculum./ W. Mouzon
3. Continue the use of differentiation of instruction in classrooms	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W. Mouzon Early Childhood Coordinator/J. Woods	September 2008	<ul style="list-style-type: none"> Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are differentiated according to the needs of the students in the class. Interpretation of data during grade level planning meetings to make instructional decisions regarding differentiation of instruction/ W. Mouzon

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

By April 1, 2009, 50% of students in grades 3-5 will have a ten RIT point gain in Reading on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Train teachers on how to use and interpret MAP reports and other assessment data to assist in making instructional decisions to improve student achievement	Coordinator of Technology, Testing, Accountability/ Joyce Gerald	September 2008	<ul style="list-style-type: none"> Agendas of the training session will be kept as evidence of the training/W. Mouzon Data notebooks will be maintained by each teacher. These notebooks will include MAP reports, pre and post test assessments, benchmarks, and running records noting student gains as well as the RIT ranges for student groupings. Notebooks will be reviewed bi-quarterly. /W. Mouzon
2. Monitor the implementation of the Anderson 5 Standards Based Reading Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods	August 2008	<ul style="list-style-type: none"> Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are including the components of the A5 curriculum./W. Mouzon
3. Continue the use of differentiation of instruction in classrooms	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods	August 2008	<ul style="list-style-type: none"> Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are differentiated according to the needs of the students in the class. /W. Mouzon Data will be analyzed during grade level planning meetings to make instructional decisions regarding differentiation of instruction/W. Mouzon

<p>4. Increase students interest in reading</p> <ul style="list-style-type: none"> • Continue use of computerized reading program Accelerated Reader (AR) • Family Literacy Nights <p>Provide additional nonfiction titles to classroom libraries</p>	<p>Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Media specialist/Amanda McTeer</p>	<p>October 2008</p>	<ul style="list-style-type: none"> • Monthly AR reports checked to determine the level of student participation/A. McTeer • Family Literacy Nights to promote parental involvement in the literacy program as evidenced by agendas and sign in sheets/W. Mouzon • Invoices for books purchased to supplement classroom libraries/ A. Mikell
<p>5. After School Tutorials as noted below to increase achievement levels:</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) • School run programs 	<p>Title I Coordinator/L. Brownlee Asst. Principal/L. Roberts</p>	<p>November 2008</p>	<ul style="list-style-type: none"> • After school program being used to remediate weaknesses in the area of reading. • Pre and post test data will be used to determine student progress/L. Roberts

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:

By April 1, 2009, 50% of students in grades 3-5 will have a ten RIT point gain in Mathematics on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Train teachers on how to use and interpret MAP reports to assist in making instructional decisions to improve student achievement	Coordinator of Technology, Testing, Accountability/ Joyce Gerald	September 2008	<ul style="list-style-type: none"> Agendas of the training session will be kept as evidence of the training/W. Mouzon Data notebooks will be maintained by each teacher. These notebooks will include MAP reports, pre and post test assessments, benchmarks, and running records noting student gains as well as the RIT ranges for student groupings. Notebooks will be reviewed bi-quarterly. /W. Mouzon
2. Monitor the implementation of the Anderson 5 Standards Based Math Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods	September 2008	Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are including the components of the A5 curriculum./ W. Mouzon
3. After School Tutorials as noted below to increase achievement levels: <ul style="list-style-type: none"> Supplemental Education Services (SES) School run programs 	Title I Coordinator/L. Brownlee Asst. Principal/L. Roberts	October 2008	<ul style="list-style-type: none"> After school program being used to remediate weaknesses in the area of math. Pre and post test data will be used to determine student progress/L. Roberts
4. Increase Parental Involvement activities to help increase students' math skills: Family Math Night	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	November 2008	<ul style="list-style-type: none"> Family Math Night to promote parental involvement in the math program as evidenced by agendas and sign in sheets/W. Mouzon

<p>5. Continue the use of differentiation of instruction in classrooms</p>	<p>Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods</p>	<p>September 2008</p>	<ul style="list-style-type: none"> • Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are differentiated according to the needs of the students in the class. • Data will be analyzed during grade level planning meetings to make instructional decisions regarding differentiation of instruction/W. Mouzon
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 4:
By April 1, 2009, 60% of students in grade 3 will demonstrate at least 70% mastery of Science objectives as measured by quarterly benchmark tests.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Train teachers on how to interpret benchmark Data to assist in making instructional decisions to improve student achievement	Instructional Coach/ W. Mouzon	November 2008	<ul style="list-style-type: none"> Agendas of the training session will be kept as evidence of the training/W. Mouzon Data notebooks will be maintained by each teacher. These notebooks will include benchmark data noting student gains. These notebooks will be reviewed bi-quarterly. /W. Mouzon
2. Monitor the implementation of the Anderson 5 Standards Science Based Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	September 2008	Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are including the components of the A5 curriculum./ W. Mouzon
3. Increase Parental Involvement activities to help increase students' Science skills: <ul style="list-style-type: none"> Family Science Nights 	Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	December 2008	A Family Science Night will be held each semester to promote parental involvement in the science program as evidenced by agendas and sign in sheets /W. Mouzon
4. Continue the use of differentiation of instruction in classrooms	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods	August 2008	<ul style="list-style-type: none"> Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are differentiated according to the needs of the students in the class. Written feedback will be provided after each review. / W. Mouzon Data will be analyzed during grade level planning meetings to make instructional decisions regarding differentiation of instruction/W. Mouzon
5. Training in the use of hands on activities and science kits to improve instruction	Professional Development Coordinator/M. Tigner	October 2008	<ul style="list-style-type: none"> Sign in sheets and agendas Weekly reviews of lesson plans along with weekly walk through observations to ensure that

			lessons are including hands on activities in science. Written feedback will be provided after each review. /W. Mouzon
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: Instructional leadership will be provided to ensure that by April 1, 2009, 50% of students in grades 3-5 will have a ten RIT point gain in Mathematics on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Data analysis training for staff to ensure delivery of instruction	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon Early Childhood Coordinator/J. Woods Coordinator of Technology, Testing, Accountability/ Joyce Gerald	September 2008	<ul style="list-style-type: none"> • Training schedule • Agendas and minutes • Data notebooks will be maintained by each teacher. These notebooks will include running records, benchmarks, and MAP data noting student strengths and weaknesses. These notebooks will be reviewed bi-quarterly. /W. Mouzon
2. Data Driven Instructional Decision Making to ensure that teachers are planning based on student performance levels.	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	September 2008	<ul style="list-style-type: none"> • Data Room will be formulated to monitor student progress on MAP (RIT) scores so that teachers can address student strengths and weaknesses. • Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are differentiated according to the needs of the students in the class. • Monthly Meeting Agendas and minutes/W. Mouzon
3. Monitor the implementation of the Anderson 5 Standards Based Math Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	September 2008	Weekly reviews of lesson plans along with weekly walk through observations to ensure that lessons are including the components of the A5 curriculum. Written feedback will be provided after each review. / W. Mouzon

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

Instructional leadership will be provided to ensure that by April 1, 2009, 50% of students in grades 3-5 will have a ten RIT point gain in reading on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Classroom Walk through Observations	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	September 2008	Weekly classroom observations to ensure that the Anderson 5 Reading Curriculum is being properly implemented in the classroom. Written feedback will be provided after each review. /W. Mouzon
2. MAP Testing will be completed three times during the school year (fall, winter, and spring) to determine student progress.	Coordinator of Technology, Testing, Accountability/ Joyce Gerald	September 2008	The report data will be used to develop student goals and to make instructional decisions to increase student achievement as indicated by student goal sheets and data notebooks. This will take place after each test administration. /W. Mouzon
3. School wide Accelerated Reader Implementation to increase student achievement in reading.	Principal/ S. Cox Asst. Prin./L. Roberts Media Specialist/A. McTeer	September 2008	<ul style="list-style-type: none"> • Monitor the use of the A.R. program by generating bi-weekly reports to ensure student participation/ A. McTeer • Maintain a log of incentive levels and the students that have received them/A. McTeer
4. Monitor the implementation of the Anderson 5 Standards Based Reading Curriculum	Principal/S. Cox Asst. Principals/J. Ford & L. Roberts Instructional Coach/W Mouzon	September 2008	Weekly review of lesson plans to ensure that lessons are including the components of the A5 reading curriculum./W. Mouzon

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, the district will support the school’s effort to ensure that 50% of students in grades 3-5 will have a ten RIT point gain in reading on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District level administrators will conduct classroom visits to ensure that the adopted curriculum (A5 Curriculum) is being implemented.	District Level Administrators,	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. Evidence: <ul style="list-style-type: none"> ▪ 5 classroom visits will be conducted each week. Written feedback will be provided after each observation. ▪ Observation log and JCSD Observation Form copies will be maintained. ▪ (Dr. Al Arbee)
The district will provide ongoing professional development for building level administrators/teachers in the following areas: <ul style="list-style-type: none"> ▪ Implementation of the adopted curriculum, and the specific instructional strategies that they should observe in K-5 classrooms ▪ Utilization of data to improve instruction 	Ms. Tigner - Professional Development Coordinator/ Janis Woods- Early Childhood Coordinator/ Joyce Gerald-DTC	September 2008	This indicator will provide building level administrators with the back ground knowledge of the adopted curriculum, (A5 Curriculum) that they will be observing in the classrooms. It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms. Evidence: Sign in sheets, and reflections from professional development, completed professional development logs with reflections. Lesson Plans indicating implementation of the strategies (Dr. Al Arbee)
District level administrators will conduct Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful implementation or suggestions for improvement	Dr. Al Arbee- Deputy Superintendent, / Ms. Tigner - Professional Development	October 2008	This indicator will provide structure for the building of data teams at each school. It will also foster or empower the “Driving” of instructional practices with data. Evidence: <ul style="list-style-type: none"> ▪ Monthly data audit of individual teachers to

in implementation of this initiative.	Coordinator/ Joyce Gerald-DTC		include: data folders showing the assessments used by the teachers, and Lesson Plans indicating the use of data in the differentiation of classroom instruction (Dr. Al Arbee)
<p>The district will provide professional development in The Balanced Literacy Process</p> <ul style="list-style-type: none"> ▪ Reading Components in a Balanced Literacy Classroom <ul style="list-style-type: none"> ○ Reading Aloud ○ Shared Reading ○ Small Group Instruction (Guided Reading) ○ Independent Reading 	Ms. Tigner - Professional Development Coordinator/ Janis Woods-Early Childhood Coordinator/	September 2008	<p>The A 5 Curriculum is a Literacy based.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ▪ Survey results of training in the Reading Components in a Balanced Literacy Classroom ▪ Teacher lesson plans monitored weekly will indicate that the components are being implemented. ▪ JCSD Observation Log of classroom instruction will provide evidence that the strategies are being implemented. ▪ Additional or personalized professional development will be provided for individuals who are still struggling with this strategy. <p>(Dr. Al Arbee)</p>

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009, the district will support the school’s effort to ensure that 50% of students in grades 3-5 will have a ten RIT point gain in Mathematics on the Measures of Academic Progress (MAP) from the spring 2008 to spring 2009 scores.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District level administrators will conduct classroom visits to ensure that the adopted curriculum (A5 Curriculum) is being implemented.	Dr. Al Arbee-Deputy Superintendent/ Marva Tigner, Joyce Gerald/DTC	September 2008	This indicator will direct administrators with reference to their weekly responsibilities. Evidence: <ul style="list-style-type: none"> ▪ 5 classroom visits will be conducted each week. Written feedback will be provided after each observation. ▪ Observation log and JCSD Observation Form copies will be maintained. (Dr. Al Arbee))
The district will provide ongoing professional development for building level administrators/teachers in the following areas: <ul style="list-style-type: none"> ▪ How to differentiate classroom instruction utilizing MAP RIT Bands ▪ Implementation of the adopted curriculum, and the specific math instructional strategies that they should observe in 3-5 classrooms ▪ Utilization of data to improve instruction <ul style="list-style-type: none"> ○ MAP RIT Bands <ul style="list-style-type: none"> ▪ Using Descartes to improve math achievement ▪ Use of the math daily pacing guide to power classroom instruction 	Ms. Tigner - Professional Development Coordinator/ Testing Coordinator/ Joyce Gerald-	September 2008	It will apprise them of the appropriate SC Standards based math instructional strategies that they should be observing in the classrooms. Evidence: Reflections from professional development survey-online survey Lesson plans indicating the use of: <ul style="list-style-type: none"> ▪ The daily math pacing guide of indicators ▪ Differentiation in math classes using RIT Band Groups (Dr. Arbee)

<p>District level administrators will conduct Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the building level administrators with comments on successful implementation or suggestions for improvement in implementation of this initiative.</p>	<p>Dr. Al Arbee-Deputy Superintendent, / Ms. Tigner - Professional Development Coordinator/ Joyce Gerald-DTC</p>	<p>September 2008</p>	<p>This indicator will provide structure for the building of data teams at each school. It will also foster or empower the “Driving” of instructional practices with data.</p> <p>Evidence: Monthly data audit of individual teachers to include: data folders showing the assessments used by the teachers, and Lesson Plans indicating the use of data in the differentiation of classroom instruction (Dr. Al Arbee)</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

MAP – Measures of Academic Progress

NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.

RIT

The Student's overall score on MAP. This is one of the most important pieces of information on the entire report. The RIT score reflects the level at which the student is performing and is independent of the age or grade level of the student. This RIT score is used by teachers to plan instruction around students' strengths and weaknesses relative to the state curriculum standards. Well-targeted instruction leads to improved performance and growth.

RIT Range

This is the range around the student's RIT score. This is what is expected if a student took the test again relatively soon; the score would fall within this **range** about 68% of the time.

DRA – Developmental Reading Assessment

The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time within a literature-based instructional reading program. The DRA is designed to be used in K-3 classrooms with rich literate environments. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of 20 stories, which increase in difficulty, are used for the assessment. The DRA evaluates two major aspects of reading: accuracy of oral reading and comprehension through reading and retelling of narrative stories. Both aspects of reading are critical to independence as a reader. Questions pertaining to concepts about print are also included in the assessment with lower leveled texts.

AR – Accelerated Reader

A computer based reading program that makes essential reading practice more effective for every student. It personalizes reading practice to each student's current level, manages all reading activities including read to, read with, and independent reading, and assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skill, and Textbook Quizzes. The goal of the program is to build a love for reading and learning.

A5 - Anderson 5

A state approved curriculum developed by Anderson School District Five educators. This curriculum ensures that students are taught the grade level South Carolina Curriculum Standards, standardizes instruction using best practices, informs teachers of resources available in their building, correlates school resources available in their building, and provides opportunities for teachers to share strategies and resources across the district.

SES – Supplemental Educational Services

State approved providers used in an after school setting to provide additional instruction in English Language Arts and Mathematics. It is offered to students who receive free or reduced lunch and is funded by Title I.